

# *The American Teacher*



*Mexican Youth in  
the United States*

*See Page 11*

*Mexican Tourist Association*

*March  
1944*



*Democracy in Education  
Education for Democracy*

## SOUTH PACIFIC HERO JOINS AFT

We are glad to learn from the letter which follows that the campaign in the public press to prejudice the men in the armed forces against labor organizations by creating false impressions of widespread strikes and disunity at home has not deceived all the service men.

The writer of the letter, Lieutenant C. O. Morrison, U.S.N.R., was cited for bravery for destroying important papers at great personal risk at the time of the sinking of the Hornet. The letter was sent to Paul Lindberg, secretary of the new local at Lincoln, Nebraska.

July 4, 1943

Dear Paul:

Will you see that I am enrolled as a member of the Lincoln Federation of Teachers? Accept my congratulations on the effort to secure an everyday democracy at home while others of us are doing our best to ensure that democracy may have a fighting chance in the future.

I have talked to many former teachers now in the service and almost to a man they recognize the need for a more active democracy among educators. I hope that your efforts are meeting with enthusiastic response from the majority of the eligibles. That might be too much to expect, however. This is the Fourth and quiet on the shores of Guadalcanal; so I'm writing this note as my own Independence Day celebration.

Yours,

(Signed) LIEUT. C. O. MORRISON, U.S.N.R.

# The American Teacher

Published by  
The American Federation of Teachers

AFFILIATED WITH THE  
AMERICAN FEDERATION OF LABOR

Mildred Berleman, Editor

Editorial Board: Helen Taggart, Chairman; Arthur Elder; Lettisha Henderson; and Irvin R. Kuenzli.

## March 1944

Volume XXVIII

No. 6

AFT SPONSORS SUMMER VACATION CONFERENCE .....	3
AFT REPRESENTED AT CONGRESSIONAL HEARING .....	4
PART-TIME WORK FOR HIGH SCHOOL STUDENTS .....	5
ORGANIZED LABOR AND PUBLIC INTEREST by George E. Axtelle.....	6
AFL COUNCIL ADVOCATES RECONSTRUCTION COMMITTEE by Joseph F. Landis.....	9
SHOULD TEACHERS BE NEUTRAL? by Irvin R. Kuenzli.....	10
MEXICAN YOUTH IN THE UNITED STATES by Robert C. Jones .....	11
LABOR AND FOREIGN POLICY by Robert J. Watt .....	15
POSTWAR EDUCATION IN INDIA by R. Srinivasa Iyengar .....	17
TIMETABLE FOR A VILLAGE SCHOOLMASTER by L. A. G. Strong.....	20
ARMY HAS NO MAGIC FORMULA FOR LEARNING LANGUAGES .....	22
COMMENTS FROM CLASSROOM TEACHERS.....	23
NEW BOOKS.....	24
NEWS FROM THE LOCALS.....	26
LABOR NOTES by Meyer Halushka .....	31

Entered as second-class matter Oct. 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926.  
SUBSCRIPTION: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wesley Ave., Mount Morris, Ill. Editorial and Executive Offices, 506 S. Wabash Ave., Chicago, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, draft, stamps or check.



PRINTED IN U.S.A.

MARCH, 1944

## AFT Sponsors Summer Vacation Conference

To make possible a pleasurable vacation combined with a unique educational experience the AFT is cooperating with the University of Wisconsin School for Workers in setting up a two-weeks summer conference for teachers, on the beautiful shores of Lake Mendota at Madison, Wisconsin. The conference will start June 25 and continue through July 8. In the midst of a natural setting which will provide hiking, swimming, boating, and sports of many kinds, teachers will have an opportunity to study labor-education problems and rub elbows with leaders of organized labor.

A similar conference of church leaders was held at the school last summer and proved helpful and stimulating to everyone who participated.

This conference, the first of its kind in the Nation's history, should provide for AFT members a most interesting educational experience under conditions which are thoroughly recreational. The conference is built around the basic concept of replacing the usual drudgery of summer study with a progressive program of learning pleurably, through interest in a special project. Included in the tentative program for the conference are the following subjects:

1. History of Trade Unionism
2. The Total American Scene
3. The Teacher in the Classroom and in the Community
4. Postwar Problems
5. The Teacher in Workers' Education
6. Labor Problems

As a special committee to cooperate with Ernest Schwarztrauber, director of the school, and Professor Theodore Brameld, chairman of the AFT Committee on Adult Education, to make arrangements for the school, the AFT Executive Council has appointed the following: Lettisha Henderson, John D. Connors, Arthur Elder, and Stanton Smith.

The entire cost of the two-weeks conference, including room and meals in a lake front fraternity house, is only \$45.00.

Further information may be secured by writing to Ernest E. Schwarztrauber, Director, The School for Workers, 1214 W. Johnson Street, Madison 6, Wisconsin.



## Noted Australian Educator Attends AFT Meeting



Miss Sheila Mackay, noted Australian educator and formerly a member of the faculty of Newbattle Abbey College in Scotland, visited the recent joint meeting of the AFT Commission on Education and

the Postwar World, and the AFT legislative committee. Miss Mackay was en route from England to Australia, but the British ship on which she was traveling was forced to change its course and dock in an American port for repairs.

Miss Mackay is actively interested in adult education in the armed forces and in workers' education. She is one of a group working on plans for postwar adult education in Scotland.

She will return to the United States late in May and will be in this country for about two months, during which time she will be available for speaking engagements. Her lectures will be under the sponsorship of the Workers Education Bureau. For further details about her itinerary write to John Connors, AFT vice president, who is director of the Workers Education Bureau, 1440 Broadway, New York 18, N. Y.

## John Fewkes Heads WPB Safety Campaign

John Fewkes, former AFT president, now head of the industrial health and safety section of the WPB, labor production division, is heading a campaign to reduce accidents among war workers. The importance of this work can be realized when one considers that even now the number of deaths in the U.S. due to accidents in industry is larger than the number of men killed in the armed forces. What is most significant is that about 90% of the accidents in industry could be prevented by providing adequate safety devices.

The Department of Labor has pointed out that the time lost through strikes, although played up in the public press, actually fades into insignificance when compared with the loss of time due to preventable accidents in industry.

## AFT Committee Plans Book on Postwar Education

At a joint meeting held recently in New York the AFT Commission on Education and the Postwar World and the AFT legislative committee devoted two days to an intensive discussion of all phases of the problem. A subcommittee composed of Dr. John L. Childs and Dr. George S. Counts was then appointed to draft a statement based on the discussion and, if possible, to make arrangements to publish the statement in book form.

## AFT Represented at Congressional Hearing

The AFT was one of more than a dozen AFL unions which were represented in Washington at the hearings at which the plight of "white-collar" persons who must live on largely fixed incomes in the face of increasing costs was laid before a Senate Labor Subcommittee. Among the unions testifying were municipal employees, postal clerks, architects, office workers, draftsmen, and teachers, but the whole support of the AFL, six million strong, was behind the positive program they presented.

Selma Borchardt, AFT legislative representative, spoke for the AFT. She urged that emergency aid be provided at once by liberalizing the Lanham Act and that a sound and equitable permanent program of federal aid for education be enacted by Congress.

She then presented a brief prepared by Margaret Root, president of the Philadelphia local and chairman of the AFT working conditions committee, and Evelyn Dickey, president of the Wilmington local and a member of the working conditions committee.

Miss Borchardt pointed out that teachers have suffered from four handicaps. The first handicap is that salary schedules in many sections of the country have been sub-standard for the preparation and qualifications required. The second handicap is that because teachers are public employees, they cannot take their grievances directly to the War Labor Board. They have had to organize campaigns to get adjustments. Thirdly, the increases received have been slow in coming. Relatively few school boards granted in-



creases till the spring of 1943. Lastly, the increases received have been less than the Little Steel Formula save in a few exceptions. Illustrations were given showing the plight of the teaching profession in various sections of the country.

She further stated that because of economic necessity thousands of teachers have been forced to go into better paid jobs in other fields or to leave their own schools for others that paid better salaries. Rural schools, particularly, have suffered even to the point where many have been closed. Others have been kept open only by lowering of the standards of preparation and experience. The results of this situation are serious for the nation as the in-school youth of today will not be adequately trained for the heavy responsibilities of citizenship and work that will devolve upon them in the near future. Further-

more, it is a very unsound policy to allow the schools to deteriorate now as it will be difficult to rehabilitate them later.

Lewis G. Hines, legislative representative of the AFL, and Boris Shishkin, its chief economist, stated that the threat of runaway inflation was the most challenging domestic issue of the day.

They recommended:

1. Prompt enactment of subsidies to prevent further rises in food prices.
2. A complete re-examination and revision of the salary stabilization policy by the War Labor Board.
3. Revision of the Fair Labor Standards Act to eliminate present exemptions and put a floor under salaries as well as wages.
4. An immediate Government study of conditions of fixed income and salary groups to assure full employment after the war.

## Part-Time Work for High School Students

PROGRAMS involving part-time attendance at school and part-time employment on the job are distinctly in the ascendancy, according to the U. S. Office of Education. In some cases there appears to be an effort made to relate the school instruction and the job experience to one another, but in the majority of cases this coordination appears not to have been effected except in an incidental way. The so-called four-four plans for a 4-hour morning in school and 4-hour afternoon on the job, or vice versa, are found more frequently than any other, but there are numerous variations. In fact the characteristic most pronounced in these arrangements is their flexibility. Schools generally have recognized that a pupil of employable age should have opportunity to work as well as to study and that consequently there must be adjustments in both the school schedule and the work schedule.

The flexibility in individual schedules is most often attained through counseling and guidance. A good sample of the attitude on this subject is supplied by the following statement taken from the September 1943 work-experience publication of the San Francisco schools:

"No definite policy should be set up regarding the subjects the student will drop from his regular school program in order to enroll in the school-work program. The student and the vo-

cational counselor, with the grade counselor, should decide the subjects the student can best afford to eliminate. *The student's schooling must come first.*"

In some cases stress is laid upon efforts to enlist the assistance of employers in securing return of the pupils to school.

Efforts to keep high school students in school are apparently producing results. A number of superintendents state that the drop in enrollment this year either did not occur at all or was smaller than expected. Further confirmation on this point is supplied by a partial tabulation of returns on a form recently circulated by the U. S. Office of Education.

According to the reports from about 1,300 cities the drop in high-school enrollment had been 6.2 percent between October 1, 1942 and October 1, 1943. For juniors and seniors in high school the drop had been between 9 and 10 percent, 15 percent for boys and 5 percent for girls. This is about half the loss that had been anticipated and is in sharp contrast to the experience of British schools where over three-fourths of the boys and more than two-thirds of the girls between the ages of 14 and 17 are in full-time employment.

The enthusiasm with which most schools are welcoming the opportunity for pupils to secure work experience under the motivation of con-

tributing to the winning of the war is unmistakable.

One project supervisor makes this typical com-

ment: "We have not had such an opportunity in years to direct youth into employment experiences in line with their vocational outlook."



## Organized Labor and Public Interest

By **GEORGE E. AXTELLE**

**A radio address made in connection with the recent Minnesota Labor Institute. George Axtelle, former AFT vice president, is now with WPB.**

**T**HE GROWTH of science and technology has had two contradictory effects which pose a serious problem. On the one hand their growth involves ever increasing specialization of knowledge, skill and interest. On the other, they have made our society into a close knit system of relationships. Developments of any consequence in one phase of our economic life reverberate throughout the entire economy.

We are all familiar with the phenomenon of specialization. I am told that mathematics alone has become so highly specialized that the members of the Mathematical Association have great difficulty following the papers presented by their colleagues at conventions and conferences. The same is doubtless true of the other sciences. A glance at the roster of international unions affiliated with the AFL or CIO would tell the same story. And these by no means cover the full scope of American life.

The result of this intense specialization is that our life has become fragmented. We live in a multitude of separate compartments. Differences in training, experience, interests, and associations make it difficult to understand and appreciate people in other compartments. The horizon of our thought and sympathies is commonly bounded by our special interests.

Nowhere does this express itself more forcibly than in the special interest lobbies in our national and state capitals. Those who lack such a representation scarcely count in our public life. Business men and manufacturers are represented not alone by the National Association of Manufacturers and the United States Chamber of Com-

merce; they are likewise represented by their special trade associations. Oil, steel, rubber, automobiles, aircraft, shipbuilding and countless others are each represented by their own organizations. Agriculture has its hosts of special interest organizations each serving a particular economic group. Cotton, livestock, dairying, fruits, vegetables and grains, each involves special problems and interests. Labor, business, agriculture, and the professions each have a great variety of special needs and interests which find expression through power organizations.

I am not here criticizing lobbies nor special interests. They are simply expressions of the fragmentation of our highly specialized civilization. I would indicate, however, the other side of the situation which modern science and technology have created. At the same time that they have specialized and fragmented our life, they have also brought us very closely together. They have literally knit us together in bonds of steel. Although we each tend to be exclusively preoccupied with our own narrow economic interest as producers, we are profoundly affected by the policies and programs of other special interests.

A change in the freight rate structure may stimulate or depress industry or agriculture. A slump in heavy industry or automobiles may initiate a downward spiral which leads to depression. A low wage policy on the part of industry may cause an agricultural crisis. Changes in interest rates may stimulate or retard industrial expansion. A depression in any part of our economy spreads to other parts. In the same way

economic activity spreads. This is true not only in the economic sphere. The curtailment of the civil or political rights of any group acts to the detriment of every other group and tends to weaken the whole structure of civil and political rights.

Thus we see the growth of science and technology moving in two contradictory directions. It involves and creates increasing specialization of interests and outlook on the one hand, and on the other it binds us ever more closely together. It creates an ever growing need for breadth of outlook and interest at the same time that it operates to narrow and compartmentalize outlook and interest.

We are now in serious danger that the pressures of special interests may destroy the conditions that are essential to our common interests. Struggle for higher prices on one side and higher wages on the other may secure both temporarily, at the expense of our security and prosperity and the eventual collapse of both.

Unless the public interest as such develops and finds expression through powerful organizations, there is grave danger that the conflict of special interests may destroy both our economic structure and our political institutions. The productive possibilities of American science and industry are tremendous, beyond the fondest dreams of men. The war has shown us what we can do when special interest is subordinated to public interest. Although this subordination has been far short of complete, it none the less has demonstrated the power of America when united on a common goal.

The postwar possibilities of an expanding prosperous economy are all here. Their realization is another matter. There is real danger that the blind pursuit of narrow interests may actually sow the seeds of disintegration and collapse. This sounds extreme and alarmist, but inflation may mean just that. At any rate, whether our possibilities are realized will depend upon whether the public interest can find an adequate expression and organization.

There are signs that such a public interest is developing and that it will have a powerful organization through which to express itself. There are signs that organized labor is looking beyond its more narrow producer's interests and sees the security and welfare of its membership bound up in the security, welfare, and prosperity of the nation as a whole.

I do not suggest that the increasing orientation of organized labor toward the public interest is due to superior virtue. The members and leaders of organized labor are a fair sample of American citizens with their characteristic vices and virtues. Organized labor is turning toward the public interest in its policies because of the broad scope and economic status of its membership.

The comprehensive character of the labor movement means that it includes workers from nearly every occupation and industry. While local and craft unions may be preoccupied with wages, hours, and working conditions, and their members' interests as producers, central bodies and state and national federations give increasing thought to the common interests of their membership.

Labor differs from most other economic groups in one important aspect. Business men, industrialists, bankers, professional men, and prosperous farmers usually have a substantial margin between income and expenditures. For that reason they can be less concerned immediately in such things as cost of living. Since living costs may represent but a fraction of their income, they can suffer a substantial increase without threatening their economic status. Their attention is, therefore, more exclusively focused upon their producer interests, that is, those interests which are least in common with others.

Labor on the other hand is very sensitive to living costs. A ten percent gain in cost of living may wipe out years of painful effort to increase wages. Since labor generally spends practically all it earns, its economic status depends upon living costs as much as it does upon wages. This interest in living costs it holds in common with the rest of the public. Its efforts to combat increases in the cost of living happen to serve the general public as well as its own people. Inflation, truth in advertising, grade labeling, these are all matters of public interest. Yet we find organized labor more interested in such things, and more effective through organization than other groups. Here the interests of labor coincide with the interests of the public.

Since labor suffers most acutely from unemployment and depression, it is but natural that labor should be most interested in public, business, and industrial policies that make for full employment and prosperity. It is doubtful whether any other group in America has more at stake,



or is more alert and thoughtful regarding this problem. Again we see the economic status of labor forcing it to identify its interests with the public weal.

Nor is labor exclusively concerned with economics. In recent years it has become increasingly alert to its political and civic roles. With few exceptions labor is now coming to recognize its responsibility to minorities. Labor itself has suffered for generations as a minority. During this time it has learned that its own security is bound up with the security of, and justice to, minorities.

### **Rise of Fascism Awakened Labor to Broader Interests**

The rise of fascism awakened organized labor to its broader interests. It saw fellow unionists imprisoned and executed, labor organizations destroyed, and their membership enslaved. Labor realized early that fascism was its deadly enemy. For that reason it has looked upon this war as its own. It early adopted a national and public point of view. When the record of organized labor is properly assessed I think it will be found that no civilian group in American life has shown higher devotion or loyalty.

Unions, long before Pearl Harbor, proposed plans for the conversion of industry to war needs, although this involved serious hardships for their members. Neither industry nor government was willing to go so far for nearly two years—even months after Pearl Harbor. We find labor again proposing plans for reconversion to peace time—plans which are organized in terms of public interest. The unions see clearly that their own security and prosperity and that of their members is indissolubly linked up with the prosperity of the nation as a whole.

No economic group has more at stake in the fortunes of democracy than does labor. It has been the chief beneficiary of democracy and free institutions. Herein the fortunes of labor are identified with the public interest.

Labor early realized this relationship. It further realized the relationship between education and free institutions. From the beginning labor has been the most aggressive single supporter of free public education. It wanted free schools in order that its own children might participate in the wealth of opportunity that America offered. But also, it had faith that only by free education could labor protect and strengthen our free institutions. It is, therefore, no accident that

organized labor is the first to come to the support of public schools when they are attacked.

It is a fortunate circumstance which makes such a powerful movement as organized labor identify its own welfare and interests with the public interest of the land. Public interest is easily lost in the melee of special interests. Without a powerful organization oriented toward the public interest the future of America would be perilous indeed. It will take time for the public to recognize the connection between organized labor and its own general welfare, but as labor's record becomes clearer, as the public learns to look toward labor as the champion of its interests, its power for the general good will greatly increase.

There is another side to this picture. Labor is coming to realize that its economic power is dependent upon public attitudes and public confidence. It is becoming increasingly sensitive to its public relations. No possible investment in public relations could pay the dividends that labor's aggressive pursuit of the public welfare will pay. As the public turns with increasing confidence to organized labor as the champion of its interests, so the public will look with increasing sympathy upon labor's economic needs.

### **Labor Has Great Opportunity**

The paradox of growing specialization of interest and increasing interdependence presents organized labor with a great opportunity and a profound responsibility. Should the labor movement clearly recognize the close relationship between the deeper common interests of its members and the public interest, and should it dedicate itself wholeheartedly to the promotion of the general welfare, it would perform a magnificent service to America, and at the same time greatly enhance its own prestige. Its broad public interest policy would serve as a counterpoise to the disintegrating effect of special interest conflicts.

Our separate fortunes are indissoluble with our common fate. Whether our society survives the clamor of special interests depends upon the force of stabilizing influences. The most effective of these are those whose special interests most nearly coincide with public interest. Important among these is organized labor. If labor rises to its opportunity and fully accepts its responsibility, it may become a most powerful influence in American life.

## President's Page

### AFL Council Advocates Reconstruction Committee

The most striking contrast between the present world war and its predecessor is found in the postwar planning now nation-wide in scope and involving all segments of our social order—labor, industry, government, education, business, and the professions. Certainly, the maze of widespread planning for the future offers some hope of avoiding the causes of economic collapse which mushroomed out of the laissez faire attitude of the postwar days of World War I.

That such foresight and planning are necessary and that organized labor must insist upon creation of reconversion machinery which will promote production, prevent unemployment, and protect human rights was attested by Vice President Wallace, who declared in Los Angeles on February 5:

"After the war, it seems to me, the government should take the same strong hand it took in setting up this war, for conversion. The placing of jobs after the war may again necessitate the taking of a similar strong step by the government.

"It is so easy in government to put the dollar before the man. This is a Fascistic idea. Yet unless labor makes itself heard among Congressional and government committees which will have so much to do with problems of reconversion of industry and postwar activity, we shall see a tendency for property rights to be placed ahead of human rights."

The Executive Council of the AFL at its recent Miami meeting assumed responsibility in recommending to the government a comprehensive plan for the solution of postwar reconstruction problems in harmony with the evident need to promote fullest employment, to augment production, and to maintain high living standards. The framework of their proposal is summarized as follows:

1. That Congress should create a reconstruction committee representing employers, labor, and farmers, to establish over-all policies leading to civilian economy, affording a comfortable living to all, with the highest standards of living our production will

provide.

2. That co-ordinators be created in the following fields:
  - a. co-ordinator of contract cancellation
  - b. co-ordinator of disposal of government property, i.e. plants, production facilities, machinery, etc.
  - c. co-ordinator of manpower problems relating to demobilization and reconversion.
3. Continuance of the WPB to exercise controls over distribution and production to assure full employment as quickly as possible in the post war period.
4. Continuance of price controls and rationing of scarce commodities.
5. Organization of a national employment service to direct the demobilized and the unemployed to re-employment promptly.
6. Provision of interim reconversion protection through
  - a. enactment of the Wagner, Murray, Dingel Bill
  - b. expeditious settlement of war contracts and lending through federal reserve banks.

In supporting this plan the AFL is continuing a program which it started in 1940. The AFL was one of the first groups to realize the importance of formulating postwar plans.

### We Need Not Apologize

At a recent meeting of the AFT Commission on Education and the Postwar World Dr. George S. Counts presented a defense of present day American public education. He declared that despite frequent adverse criticism of American education the fact remains that our armed forces, the direct product of our schools, have made the adjustments incident to mechanized global warfare in a shorter time and with greater battlefield efficiency than the world has heretofore known.

Our phenomenal output of planes, ships, tanks, guns, munitions, and supplies likewise attests to the fundamental soundness of a training which has emphasized adaptation and utility as concomitants of mental development.

Surely an educational training making possible such adaptation and efficiency needs no apology.

JOSEPH F. LANDIS

## Secretary- Treasurer's Page

### Should Teachers Be Neutral?

In several American cities where AFT locals have been organized recently the antiquated argument has been revived that teachers have no place in the labor movement because they should occupy a neutral position in the "social struggle." "Since the children of all social levels in American life are in the public schools," it is argued, "teachers must not join with any organization representing any special class." This argument presupposes the existence of opposing struggling gradations in American society and contends that teachers, as public servants, should remain scrupulously aloof from all of them.

This social strait-jacketing of teachers is well illustrated in one of the larger cities of Iowa, where the teachers' professional organization consists of a group of committees appointed by and responsible to the superintendent of schools. In this city the superintendent had attempted to cultivate the support of organized labor by declaring that he once belonged to an AFL union. However, this political action boomeranged when the labor leaders recently proposed to the superintendent that the teachers should join the AFL. The superintendent called a meeting of the principals and chairmen of committees and said to them: "I was once a union carpenter. If I ever go back to the trade of carpentering I shall again join the union. However, teachers have no place in the American Federation of Labor because they have in their classes the children of the CIO and of non-union groups, as well as of the AFL. Teachers must remain neutral."

Carried to its logical conclusion this argument would mean that teachers should not join any organization unless all of the parents of the children in their classes belong to that organization. According to this superintendent's philosophy no teacher should join a church because there may be Protestants, Catholics, Jews, and members of other churches in his class. No one can deny that history is full of intense rivalry and bitter struggle in the field of religion.

Would the proponents of teacher neutrality argue, therefore, that teachers have no place in the churches since there is conflict in religion?

The theory of absolute social neutrality and professional isolationism would also deny to a teacher his right to participate in the fundamental processes of democratic government, for the defense of which we are waging total war on far-flung battle-fronts. According to such a theory a teacher should not be a member of the Democratic party or the Republican party unless all of the parents of his pupils belong to that party. Regardless of how strongly a teacher might feel about current political problems, he would be compelled to inhibit his interest in good government and to maintain a strict "poker-faced" neutrality outside the school as well as in the classroom.

*Professionalism has reached its lowest ebb when administrators assume that teachers cannot be trusted to join a church, vote with a political party, or join a union without using the classroom unfairly as a medium for promoting prejudice.* It is unthinkable that any teacher in the AFT would not give the same professional service to children of CIO and non-union parents as to AFL parents. In actual practice there is nothing whatever in AFT history to indicate such a prejudice. In Chicago, a large number of public health doctors are affiliated with the AFL. Would any citizen dare to charge that these union men give better professional service to AFL patients? Judges in the courts are sworn to render justice to all citizens regardless of race, religion, or political affiliation. Yet most of these officials of the courts secure their positions through political action and are closely and actively allied—outside of the court—with one of the major political parties. It would be a serious charge to say that a judge had rendered a decision in terms of the political party of the defendant rather than in terms of the evidence presented in courts.

One of the strangest paradoxes of modern education is the fact that many school administrators declare that teachers should not associate with plumbers and brick-layers and at the same time demand that teachers join and support the PTA, which—like the unions—consists of the parents of children in the schools. It is also a strange paradox that many of the very superintendents who advocate strict social neutrality on the part of classroom teachers are them-



selves affiliated with the Chamber of Commerce, which is devoted to protecting the economic interests of a small privileged section of society and which traditionally has opposed adequate school finance and improvement of public education.

In a city of Iowa neighboring to the city mentioned above, labor leaders stated that the superintendent of schools had been employed through the pressure of the Chamber of Commerce with the agreement that he would receive a substantial increase in salary if he would cut salaries of teachers and reduce the school budget. The teachers received the cut in salary and the superintendent received the increase. The fact that many superintendents, who have the power to hire and fire teachers, are employed through the organized pressure of business groups, book companies, school equipment companies, etc., and the fact that organized business groups try to prevent affiliation of teachers with organized labor should constitute persuasive arguments in favor of such affiliation. At the present time the Manufacturers Association of San Antonio, Texas is bringing pressure on the Board of Education of the city to prevent teachers from affiliating with labor. In industry such an action would be subject to prosecution under the Wagner Labor Re-

lations Act. The fact that business organizations are perfectly willing to permit teachers to join non-union teachers' organizations but vigorously oppose joining with organized labor, should convince any thinking teacher of the effectiveness of labor affiliation.

In a democracy teachers have a certain responsibility in associating themselves with professional organizations and movements which are most effective in providing happier homes, more abundant living, and better educational facilities for the Nation's children. Since organized labor over the years has contributed so much to child welfare and teacher security—both directly and indirectly—teachers who really know and understand the labor movement feel that it is unprofessional *not* to join the AFT. Certainly there is no more *unprofessional* teacher than the one who is willing and anxious to accept all the benefits secured by the unions and at the same time maintains that he or she is too professional to join with organized labor. Teachers must have the courage not to be neutral when the welfare of children is at stake or when the basic principles of democratic government are being violated.

IRVIN R. KUENZLI

## Mexican Youth in the United States

By ROBERT C. JONES

Robert C. Jones writes for the Pan American Union, the official organization of the twenty-one American Republics. Its purpose is to develop Pan American commerce, friendship and peace.

**A**CCORDING to the 1940 Census there were in the United States 699,220 native-born residents of Mexican parentage, 370,540 of whom were under 15 years of age, and 174,580 between 15 and 24 years of age. Thus there were in this country at that time 545,120 persons under 25 years of age, one or both of whose parents had been born in Mexico.<sup>1</sup> We do not know how many of these persons were of mixed Indian and Spanish ancestry but certainly a large majority. If we add to these the additional persons of similar background who were one or more generations further removed from Mexican born ancestors the total would be much larger.

One of the most frequent questions which these young people ask is: "What is a Mexican? Is a Mexican simply a person born in Mexico or of Mexican citizenship or is there a Mexican race?" They know that if they are of Indo-Hispanic ancestry they are usually called Mexicans, although their parents, their grandparents, and even their great-grandparents may have been born in territory which is today part of the United States, and in spite of the fact that many of them can speak only a few words of Spanish and consider themselves to be thoroughly "American."

A considerable amount of social disorganization has always been found among the first and second generations of descendants of immigrants. Such persons have been freed to a considerable extent from the controls of the customs and traditions

<sup>1</sup>Based on a 5-percent sample, uniformly multiplied by 20. Only 38,560 of the 343,560 persons enumerated as being born in Mexico in the 1940 Census were under 25 years of age.

of their parents, and they have not yet been completely assimilated into the new life and culture. They are relatively free from formal discipline and are easily influenced. Their parents are not able to interpret the situation to them. Deep-rooted conflicts are felt but little guidance is offered, and since genuinely successful individuals move out of the slums where most of the immigrants live, the patterns of behavior which present themselves most forcefully are likely to at least border on the unlawful and the criminal. Delinquency is a frequent result, but out of such an environment also come strong, disciplined men and women who have won over great obstacles, as well as dreamers and reformers with a vision of a new and better world. The very conflicts between the different cultures are producers of new ideas and may stimulate creative activity. Because of the non-acceptance by the Anglo-American majority of those of Indo-Hispanic background,<sup>2</sup> this period of adjustment is likely to be prolonged, in the case of the Mexicans, through several generations.

The problems of these "Mexican" young people were brought into the limelight through the publicity given to the so-called "zoot-suit disturbances" in Los Angeles. Representatives of both the United States and the Mexican governments expressed concern over these riots, but a responsible official of the United States Department of State was quoted in the press as having declared that careful investigation had revealed that "no Mexican citizen had been injured or maltreated." This answer may have been legally correct but it was not a satisfactory reply for us to give as a nation. Political minorities based on differences of national or racial origin should have no cause to exist in a democracy. The undesirability of the existence of such groups has been recognized by all American states.<sup>3</sup> It has been declared that distinctions of nationality should be minimized and cultural differentiations as to status should be completely removed. That prejudices exist and that handicaps due to discrimination are real cannot be denied, however, and efforts should be made to eliminate them. As long as persons called "Mexicans" are mistreated in the United States the Mexican government and the Mexican people are bound to be

concerned about them regardless of what citizenship these victims of discriminatory treatment may claim.

The survival of segregated ethnic communities over a long period of time can be attributed in large measure to the attitude of the dominant portion of the population towards members of the minority group. In the case of the majority of these so-called "Mexicans" physical differences, although superficial, set them off from other individuals and constitute a permanent badge upon and around which certain ideas, attitudes, and prejudices tend to focus. A few organizations whose leaders have been interested in promoting the welfare of this group have determined to abolish the use of the term "Mexican" in connection with citizens of the United States of Mexican or Indo-Hispanic descent. Although laudable, this would seem to be a rather impractical gesture. Prejudices cannot be abolished by decree. It would seem to be much easier and more effective to give the term new meaning, a significance of which those to whom it is applied can be proud. Differences will then tend to disappear. Much can be done to increase the prestige of being known as a "Mexican." Mexico itself has done a great deal to democratize race relations within her borders, and the Indian and the Mestizo have become proud of their ancestry.

#### **Our Relations with Mexico Depend on Our Treatment of Mexicans Here**

As has been suggested, the character of our relations with Mexico is in part related to the kind of treatment which Mexicans receive in this country. It is also true that since our relations with Mexico have improved and Mexico's status as a country has been materially raised in the eyes of the general public in the United States, a much more understanding and sympathetic attitude towards individual Mexicans has developed on the part of a large number of people.

Another way in which the situation of the Mexican-American can be alleviated is by making the story of the Southwest and the Spanish-language people's contribution to the development of the nation better and more widely known. There are many parts of the history of the relations of the two people of which we should be ashamed, but there is much that both can learn from its impartial study. If we look objectively at our mistakes in relation to deep underlying social and economic forces and conditions, we can do much to avoid a repetition of them in the

<sup>2</sup>The use of the terms "Anglo-American" and "Latin American" or "Latinos" to describe these two groups is obviously not technically correct but is common practice.

<sup>3</sup>See the Final Act of the Eighth International Conference of American States held in Lima, Peru, December, 1933, and the Resolutions of the First Interamerican Demographic Congress held in Mexico City in October, 1943.

future. There is a great deal of romance in this record also, which has never been adequately interpreted nor given proper emphasis in our history and geography books. That our Spanish and native American heritage has not been adequately recognized as compared with our North European and New England colonial background is partly illustrated by an incident which occurred in one of the industrial districts in the city of Chicago. A number of years ago the Mexican colony in South Chicago organized a parade on "Columbus Day" which ended at the statue of Christopher Columbus. Some of the older settlers severely criticized the Mexicans for doing this and asked what right these foreigners had to organize a community celebration in honor of the discoverer of America. One of the Mexican leaders aptly answered: "If we Mexicans don't have a right to honor Columbus, who does? Part of our ancestors came over with him and the rest met him when he arrived."

#### Isolation Must Be Broken Down and Understanding Developed

But let us go back to the situation of the United States-born "Mexican" young people who find it difficult to determine exactly what their status is—whether they are completely American or whether they are citizens with two countries or without a country. There are so many legal, social, and economic anomalies in their position that something must be done for them if they are to participate constructively in our national life. There are a great many relatively simple ways in which isolation may be broken down and understanding and equality established.

Releases can be furnished to the press regarding members of the group who have attained some distinction, announcements can be made of activities in the Mexican community which are of interest to the general public, such as festivals, and basic sociological data which would otherwise be ignored can be brought to the attention of those who are interested in civic affairs. Contributions to American life are constantly being made by persons of Spanish language background resident in the United States—small inventions, art work, literary productions, and professional attainments. The contribution of labor can also be dignified. Unless these are of major importance or in some way startling, they very seldom receive much attention, whereas sordid occurrences such as fights, robberies, and riots receive considerable publicity. Attainments by this group



Photographs from the Mexican Government Tourist Department.  
TOP—A MEXICAN MARKET. CENTER—A MEXICAN  
OUTDOOR SCHOOL. BOTTOM—A MEXICAN KITCHEN.



should be systematically publicized not only to encourage the individuals making them but also to educate others as to the real character of these people. The hundreds of thousands, if not millions, of tourists who have visited Mexico and have acquired an interest in that country constitute an important part of the interested and sympathetic public. In Chicago a Mexican young people's cultural club was interested in making a collection of material relating to the place of Mexicans in the life of the city, and gathered an interesting assortment of clippings, photographs, and notes regarding prominent Mexicans, Mexican business establishments, Mexican products, and Mexican culture in the area. An exhibit of art work by local Latin Americans was organized by an inter-American organization and later continued as an annual activity by one of the settlements. A panel of speakers qualified to discuss the life, problems, and characteristics of local Latin Americans was also established, and opportunities for such persons (particularly members of the group itself) to speak were promoted.

Clubs and societies interested in general inter-American affairs should give some attention to the situation of the Latin Americans in the United States. "The Friends of Mexico" in Chicago have been doing effective work along this line, and much of the basic organization work of a number of Pan American societies in different parts of the country has been done by persons who clearly saw the close connection between our relations with our neighbor countries and those we have with persons living among us from those nations. It has been found that much of the strength and vitality of the popular phases of Pan Americanism is due to the association of such persons and their friends with the movement.

#### **Better Educational Opportunities Should Be Provided**

For a spirit of true fraternity to develop, genuine mutual respect must exist and equality must be established. In this connection it is particularly important that equalized opportunities for education be provided. The children of a large percentage of the Mexican immigrants were growing up during the depression period 1929-1939. Many did not even have the privilege of having the small amount of training and education which persons in families of the lower income brackets in this country usually have. There is a great need for a larger number of well trained young

people in this group. Scholarships and fellowships should be made available to them in generous numbers. In making such grants, desire to be of service and need should be taken into account as well as academic brilliance and a good scholastic record. If such a program had been developed earlier, the present shortage of competent bilingual secretaries and competent Spanish teachers probably never would have existed. Not even the schools of social work which by tradition train persons for service in behalf of the handicapped have made any significant contribution in preparing young people for work with such ethnic groups.<sup>4</sup>

One of the most serious problems with which a socially and economically submerged group is confronted is retaining some kind of tie between the main body of its members and those who through one means or another are able to reach a higher plane of living and leadership on the outside. What some call "natural leaders" develop within the group itself and constitute persons of influence who to a considerable extent direct and guide the interests and activities of the ethnic community. These persons are frequently rather limited in their vision and possess relatively few contacts with the outside world which can be of value to their people. A different type of leader is the person of superior knowledge and training who can render services of a professional character but who may have comparatively little personal influence within the group because of lack of personal contact or because he cannot act and express himself in terms which the majority can understand. Whatever following such leaders may have often comes through recognition of merit by the "natural leaders." Occasionally the same person can combine both types of leadership.

In a few cases highly trained persons belonging to the Mexican-American group have tried to be of service to the Mexican workers

<sup>4</sup>One step towards improving inter-group relations and bettering standards of living for millions of Spanish-speaking Americans in the Southwest has been made in the granting of special scholarships to 15 graduate students from Texas, New Mexico, California, and Colorado.

The scholarships, granted by the Office of Inter-American Affairs and administered by the Institute of International Education, are aimed at preparing Spanish-speaking specialists for work with communities of Hispanic origin in their home states.

The grants provide for free tuition and incidental expenses for a period of a year at accredited universities and professional schools in various parts of the country. Specialized fields covered by the scholarships include the social sciences, education, medicine, agriculture, home economics, and social work.

At the end of their year of graduate work scholarship holders will return to their own communities to apply their specialized knowledge to bettering standards of living among Hispanic groups in this country, and improving relations between Spanish and English speaking sectors of the population.

and their families, but have felt themselves to be misunderstood and rather completely rejected. Others have had such tremendous demands made on them for assistance that they have been overwhelmed and considered it necessary to again isolate themselves from conditions of need in order to be able to maintain their own economic and professional standards. Only the very exceptional person feels completely devoted to a life of service. Such a situation has given rise to serious misunderstandings between the majority and those who have been able to achieve a more comfortable situation, and has resulted in the rather complete isolation of one from the other. There is need for some type of organiza-

tion that will bridge the gap between these two groups—which will enable the person with specialized skills to be of service without being called upon to make too great a sacrifice.

Admittedly the solutions which have been offered for the situation are superficial. They do not strike to the rock bottom of social and economic forces which underlie it, but they are programs in which practically everyone can participate. The real solution will depend on the development of effective means for all to work together in the solution of our common problems and for the organization of society into such a genuine democracy that no castes can exist.

## Labor and Foreign Policy

By **ROBERT J. WATT**

Robert J. Watt is the International Representative of the AFL

**A**T A TIME when about two million members of our country's organized labor are in the armed services, and those at home are eagerly building planes, tanks and guns for them to win with at the earliest possible time, men and women in labor's ranks are thinking of the problems of peace and reconstruction.

It is unreasonable to expect that working people will think first of foreign, and only second of domestic policy. Personal and family security are closer to the thoughts of the individual than the question of balance of power in Europe or the ratio of naval strength in the Pacific. But this war has taught American workers that their lives are jeopardized by the hazards of foreign lawlessness even more seriously than by the dangers of economic insecurity.

Working people expect that isolationism will be a very unpopular "ism" in this country. The two million members of organized labor now in the armed services, and the fighting sons, brothers, husbands and fathers of other members of organized labor are going to play an important part in shaping the attitude of working people of our nation toward the nations abroad. Workers may still be suspicious of some foreigners, but those suspicions will be slight indeed among the millions of fighting men who have fought and sweated alongside foreign allies in the face of common danger.

The war is proving a lesson in cosmopolitanism among men called upon to serve in any part of

the world where danger exists. It makes our men appreciate American standards of living, but it also makes them sympathetic with the plight of the cockney or coolie who has fought so bravely for the right to live free in his own land and home. The brotherhood of man is hidden in normal times by the veneer of superficial rivalries; but when bombs burst, the veneer peels off, and men and women find their common humanity is a tie which binds civilized people, and enables white man and black man, Chinese and Eskimo, to find the unity needed to withstand and overthrow the foe.

Working people in our nation are ready to help raise the standards of living in other nations, but they are determined to avoid any needless destruction of their own standards. Our people will be unwilling to share poverty unless it is really necessary to save human lives, but will be glad to share plenty, especially if it will help to assure the continuance of peace.

Our contribution to reconstruction need not be millions of marching men. The world needs a greater contribution from us—the inspiration of neighborly cooperation and democratic good will, such as exists between the United States and Canada, with no standing armies to guard their borders for over a century.

If we contribute an example of real progress within our own nation, that is one of the most effective answers we can give to the dictators. Even the members of an outlaw band can be led

to envy the greater security, comfort and contentment of a community founded on justice and reaping the fruits of cooperation and mutual confidence.

We can make a real contribution if we display clear thinking and calm courage. Working people do not believe that the desperation with which we must face the facts of the international situation is any excuse for abandoning the effort to find the real solution which alone can heal the ills that caused the emergence from the dark ages of the sordid system of totalitarianism.

### **Labor Has Learned Folly of High Tariffs**

Among other things, the workers have learned that high tariffs are no guarantee even of domestic security and may, instead, prove an invitation to international anarchy. We have learned that the way to avoid sweatshop competition is to organize sweated labor so that it can share in the fruits of common production rather than in the competitive cheapening of the values of human labor and property.

Working people learned that lesson in their own communities and saw it proved as the circle of trade widened from town to state, to nation, to the world. We learned that tariff restrictions might protect us from the importation of cheap goods from abroad but would expose us to loss of foreign markets and a consequent glutting of markets at home by the dammed-up volume of our own domestic production. We found that we could acquire so much gold that it had to be reburied in the earth.

Working people want to free themselves of political control over economic activities by substituting representative, management-labor self-government. We have seen too clearly the folly of concentrating all authority in the agencies of civil government. We have found that laws tend to become so rigid that they serve as straight-jackets rather than correctives. We have found political representatives and executives—elected and appointed for their political ability—unskilled in the guidance of economic forces.

Labor will support the development of the tripartite International Labor Organization as the vehicle for overcoming sweatshop competition among the nations of the world through the adoption of international standards democratically agreed to, ratified by individual nations, and supported by the joint action of management and labor groups within each country. In this way, the basis of an international, fair-labor-standards

program can be established to the advantage of all nations.

The foreign policy working people want is one that will overcome economic inequities which, accompanied by exploitation of the underprivileged, leads to the outbreak of war. Working people are strongly opposed to toleration of any conditions that are likely to lead to armed clashes. They see no justification for penny-pinching economy which creates domestic unrest and culminates in periodic splurges of the worst kind of extravagance—the human and material wastage of war.

We would rather spend, each year, large sums of money to deliver milk to the Hottentots, even if this should distress a few self-styled statesmen, than expend periodically tens of thousands of lives delivering explosive eggs to free the Hottentots from aggressor nations in quest of world domination.

### **Labor Favors International Agency**

Labor is aware that wars are usually economic in origin, that wars arise from the greed of a few and the hunger of many. We would rather spend part of our national resources to help others to health and security than waste human lives and squander resources in periodic wars of survival. That is our domestic policy. It must also be our foreign policy.

Labor is more and more willing to join in demanding an international federation of nations, an international tribunal with international rules of conduct, and an international police force. Our nation must participate this time and assume a share in the responsibility of building an international agency with effective representation of the peoples of the world which will conciliate, mediate and, if necessary, authoritatively arbitrate any disputes or potential conflicts among its members.

There must be a firm effort, and a realistic, persistent program, to eliminate economic insecurity among the people of any nation. The mechanics may seem difficult but, if we can lend-lease for defense against aggression, we should be willing to lend-lease for the promotion of peace. There is no reason why it should not be a prime investment for every nation to contribute to a world treasury to provide aid in the development of national economic resources and to bring aid to any nation suffering from crop failure or economic unbalance.

We must not forget that transportation and



communication in 1944 have made closer neighbors of the peons of South America and the sharecroppers of the South, of the machine workers of Europe and Asia, of the coal miners of Russia and Pennsylvania than were the merchants of Massachusetts Bay and the gentlemen farmers of Virginia when our nation was founded.

We are going to have to avoid turning any nation, no matter how guilty, into a penitentiary for the punishment of the second and third generations. On the other hand, we will have to use reform-school tactics, in the best sense of the term, to wean the people of the Axis away from the cult of the sword. The Treaty of Versailles failed because it was excessively harsh at a time when understanding was needed, and tragically weak when confronted with the consequences of its harshness.

Even as the Founding Fathers of our nation entrusted the welfare of the people of the United States to the people themselves in a representative democracy subject to constitutional principles of justice, working people hope that all nations will abandon the theory of nationalistic rivalries measured by relative armed strength. Instead, we hope that the makers of the new peace will sacrifice some of their traditional nationalistic sovereignty to an international tribunal in which principles of justice will be founded and sustained by democratic representation of the

peoples of the world.

American labor is against totalitarianism, and yet is willing to let any nation work out its destiny so long as that destiny does not point toward aggression. Until 1939 Russia pledged its efforts toward collective security. Except for the objectionable efforts of the Third International, Russia concentrated on the development of its own economy.

In our relations with Russia we should be ready to match good faith with good faith, but without becoming soft-headed. Russia, it is true, has borne the brunt of the Nazi land offensive, but Russia was saved by the British in the Battle of Britain in 1940-41. Russia was helped by the air offensive against Nazi industries, enormously aided by lend-lease, and probably spared a Japanese attack in Siberia by the heroism of the Allies in the South Pacific. In turn, Russia, by saving itself, greatly helped us.

Working people favor a foreign policy based on a search for ways to keep the peace and promote economic security. It must not be based on hatreds or the balance sheet of military analysts' accounting. We founded our Constitution and Federal Union in 1789 as a nation of thirteen equal states. Each contributed some of its sovereignty and gained lasting benefits. This pattern will be worth remembering in the critical days ahead.

## Postwar Education in India

From an article by R. Srinivasa Iyengar, B.A., L.T., in a recent issue of "The South Indian Teacher," official journal of the South India Teachers' Union

**S**UBJECT to the operation of the world forces, postwar education in India will depend on the status that will be assigned to India by Great Britain and that India will assume. The war will have been fought in vain if India is not to attain the independence of at least the dominion status type. Whether education will be a concern of the Federal or Provincial Governments is an administrative detail; but there can be no doubt that the divided responsibility moving in a vicious circle between the Provincial Governments and the local bodies will be a thing of the past and that education of all grades and of all types will become the definite responsibility

of popular responsible Indian Governments. Small reforms, a change here and a change there, in the educational structure cannot fulfil the requirements of a people who, instead of as in the past playing the role of subordinates in the administration, will be the rulers of their own country with the initiative and the driving force to formulate and execute policies in all fields of national progress. Education in India, too, as in all self-governing countries, should, as Prof. Julian Huxley defines, aim at the training of the elites, or the leaders of the creative activities of the nation, the training of the specialists in several crafts and professions, and the training of the

residual mass. In short, a great revolution is needed in the postwar educational program of our country. Even the conservative-spirited England has decided to effect a tremendous revolution in her system of national education, as is evident from the scheme of reforms adumbrated by the British Cabinet.

It is worthwhile to review the trend of educational thought in Great Britain in recent years. The declining birth rate in England and Wales even in the prewar years has been causing anxiety; and Prof. Hogben states that "Nothing short of immortality can safeguard us against extinction unless fertility is raised by considerably more than 15%." Further, Cattall's finding on the future intellectual capacity of the English is still more alarming. He observes that the average mental capacity of the population has been declining through the substitution of dull for able children, at the rate of about 1 point on the intelligence quotient scale in every ten years, and that if the same process continues, in 300 years half the population of the country will consist of mental defectives in greater or less degree. It is not surprising, therefore, that the best brains in Great Britain have been bestirring themselves to the ideal lay-out of education in the postwar world. Ramsbotham, Ex-President of the Board of Education in England, said only recently, "We are looking ahead to secure for our nation not a beasting, bullying herd of ill-educated hooligans, but a community of self-disciplined, intelligent, kindly, good-tempered citizens furnished with moral strength, general knowledge, technical skill and physical stamina which will be needed to the last ounce not only in winning this war, but in solving the very difficult problems peace will bring."

#### **First Task Is Establishment of Free, Universal Elementary Education**

The seer of Wardha was not far wrong, but very realistic in proposing in his scheme of basic education for India, primary and secondary education up to 14, correlated to the basic craft of a cottage industry. Gandhiji's scheme of combined primary and secondary education is in consonance with the latest educational doctrine that all post-primary education should be treated as secondary education in fact as well as in theory and that secondary education should not be a privilege reserved for the elite, but a stage the child should enter at the age ripe for it. How far are we at present from this ideal? As Mr. N. R.

Sarcar, Ex-Education Member with the Government of India, stated: "We have our masses without even the most elementary form of literacy; we have large numbers of men to whom literacy is much like cast-off clothing. *Mass education has never appealed to the Government as a practical proposition.*" So then the first and foremost problem which our national leaders in the Independent India have to set their tasks upon is to make the establishment of at least free and universal elementary education for every boy and girl in India a practicable proposition and an accomplished fact, the aim of elementary education being not merely production of literates, but, "the development of cultured people, fit and efficient citizens of a federal democratic state."

#### **Vocational and Cultural Values Must Be Harmonized**

The second great problem before our educational statesmen is the introduction of diversified courses in the field of secondary education to suit the aptitude of varying grades of students. Among other objectives secondary education must lay the foundation for providing schemes of industrialization. As Jawaharlal Nehru lucidly remarks, in the article on "Planning for Free India": "Go ahead industrially we must or we perish. India cannot dispense with either the big industry or the cottage industry, but will have to co-ordinate both." The distribution of the best brains in the country among all the principal spheres of national life is an economical as well as an educational problem. Secondary education will have to provide leaders of cottage industries and educated workers for the large scale and the medium scale industries. It is therefore incumbent on all teachers all over India to solve the production of a wider variety of curricula which would cater to the industrial prosperity and at the same time all-round educational development. In England the grammar schools have been enjoined in the *Spens Report* to make use of the "utility" phase in the development of pupils' interests. About half a million pounds have been spent in providing technical schools during the last ten years; and a new type of school called the Technical High School is to come into being. The problem of harmonizing the vocational and the cultured values in secondary and technical schools is occupying the attention of educationists in England who are anxious to see that "No individual shall be obliged to choose between an

education without a vocation and a vocation without an education." In India the problem of preserving the balance of cultural and technical values will arise when we re-model our secondary school curriculum and start a number of technical, including agricultural, schools in our country. As a result of the war we shall be able to utilize the war equipment and the skilled war technicians for building new peace industries and starting more technical schools. The curricula and functions of the secondary and technical schools should be so framed as to enable them to play their full part in the industrialization scheme of our national advance. The important phase of postwar educational reform should engage the earnest attention of educationists and industrialists alike even now.

### Human Values Must Be Restored

Again, postwar education demands more fundamental changes than merely in the structure and in the organization. The world has now lost faith in humanity, in ideals and in the finer values of life. It ought not to be what it has been. We shall have weeded out the thistles that have grown now, thistles of despair, of opportunism, sheer glorification of egotism, and of the right of might. The world will no longer consist of self sufficing independent nations; but inter-dependence will be the creed of the new political gospel. Reconstruction will imply restoration and reorientation of human values. Education must recreate faith in them. Prof. Reinhold Schairer, in the Year Book of Education for 1940, prophesies that over and above the military strategy, the strategy of statesmanship and diplomacy, the *strategy of the educator* is going to tell on the ordering of the world affairs. Speaking at an All-India Educational Conference, Pandit Jawaharlal Nehru spoke in a similar strain: "All systems of education must have a definite social outlook and must train youth for the kind of society they wish to have. Can an individual truly advance, except in the rarest cases, if the environment that surrounds him is pulling him back all the time? This environment consists of inherited ideas, prejudices and superstition which restrict the mind and prevent growth and change in a changing world." Education should, according to Pandit Jawhar, train the rising generation to change the environment, and as Mr. H. G. Stead emphasizes, "make possible a planned, intelligent world wherein human values are recognized and where the motive power is service in and for the

community." Schools must inspire faith in human values in the new world order. Education, if the world is to be insured against a recurrence of the pernicious doctrines and practices of the totalitarian states, should recognize the integrated personality of the child and be "in full association with the complete life of man, economic, intellectual, aesthetic, social and spiritual"—an educational ideal enunciated by Dr. Rabin-dranath Tagore three decades ago but now discovered and emphasized by the British and the American educationists.

Thus the recent trend of educational thought explains the decision of the British Government to amend the present law to emphasize religious instruction as an essential part of education. The conscience clause, or the Cowper-Temple clause, in the Education Act of 1870 is to be rescinded. Education, more than anything else, must set the feet of youth on the path to truth, beauty, and goodness. The problem of religious instruction in India, a land of many religions, is a complicated one.

### No Single School of Thought Should Be Followed

India's gifted leaders have in the past studied the educational needs of our country and made valuable contributions on the fundamental requirements of Indian education. We have had an Arabindo, Lokamanya Tilak, a Pandit Malaviya, a Lala Lajput Rai, and host of others whose pronouncements on Indian National Education are of inestimable value even today and of precious guidance for the future. The study of the various schools of educational philosophies of the West, *viz.*, the naturalism of Rousseau, Froebel, and Montessori, the idealism of Plato, and pragmatism of American philosophers of education like Professor Dewey, leads to the conclusion that no one school of thought by itself would lead us to the true goal and that postwar education in its aims, methods, and ideologies, will be of an eclectic character. As regards India, if her postwar education is inspired by the synthetic, and the eclectic spirit of the idealism of Dr. Rabin-dranath Tagore, the realism of Mahatma Gandhi, and the progressivism of Pandit Jawaharlal Nehru, Indian national education will pave the way for the establishment of sane, healthy, and efficient democracy and win for our beloved motherland an honored place in the community of nations in the postwar international world order.



# Timetable for a Village Schoolmaster

By L. A. G. STRONG

Distinguished English author, whose novels include "The Brothers," "The Last Enemy," and "The Swift Shadow."

"What's old So-and-So doing?"

"Oh, still plugging away at the same old job."

But it isn't the same old job. It's four or five other jobs as well in Britain now. That's how it is with the wartime schoolmaster. On no one has war put heavier and less spectacular burdens.

Britain's schoolmasters are of many kinds. The village schoolmaster, the preparatory schoolmaster, the housemaster in a public (which is a private) school, to mention only three. They had little in common before the war, except that they taught boys. They have plenty in common now: all the extra work and hardships that war has brought.

In peace-time the village schoolmaster had, say, sixty school children, and two assistants, a man and a woman, with perhaps, if he was lucky, a girl pupil-teacher as well. His work began at nine, he had a break at midday when the children went home for a meal, and from four o'clock onwards, after the last class, his time was his own. Terms were long and vacations short, but they were fixed. Teachers could count on them. Also, out-of-school time was theirs to use as they pleased.

The picture is different today. First of all, the already strained accommodation is crammed to bursting with a horde of new pupils, the evacuees. They were utterly unlike the country children. Their habits were different and they were dubious of their new surroundings.

The first struggle for the village schoolmaster was to blend together these widely dissimilar elements of town and country, and stop his school from having a minority problem. In this task, and in keeping the often unruly newcomers in order, he was hindered by the drafting of his assistant master, followed soon by that of his girl teacher. They were replaced by a well-meaning lady of mature years who might at a pinch keep the more stolid country children quiet, but was no match for the immigrants.

However, the schoolmaster was a good man, and his humanity, tact, and obvious fairness won the newcomers' hearts and encouraged them to adjust themselves and make friends. In a few

months, the school became a community again and both sides exchanged influences; the country children have changed more than those from town.

But that is only the start of the changes. Gone are the days when the schoolmaster went home to his peaceful midday meal, his pipe, and his newspaper. The children have a hot dinner at school now. He supervises that, just as he looks after the distribution of free milk in the middle of the morning, half a pint per child. Later in the day, he will help the children to work on the allotment where they grow their own vegetables; but his first job, after the midday meal, is to see that the washing up is properly done.

Free at four o'clock? He's never free now. Every minute he has at home, he's busy filling up forms. Then there is the organization of fire-watching, the collections of salvage, the borrowing of the school for half a dozen excellent purposes and projects (which mean that he must be there to see to the black-out, put things straight and lock up afterwards). "Old So-and-So? Oh, he's plugging away at the same old job!"

It is the filling in of forms that presses most heavily on schoolmasters. For every boy who joins the services, forms have to be filled, certificates of character given; a mass of written work is involved. A public school headmaster spends most of his time on this sort of work now, balancing for his boys the hungry claims of the Home Guard, fire-watching, Cadets, scouts, helping in the kitchen, and the ordinary syllabus. It is hard work, every minute of it, with a continually changing staff.

Vacations are swallowed up—either in the hangover from term-time work, or because holidays are staggered to let the older children help with land work.

Happily, war has its humor too. The headmaster of a famous school was called on suddenly to accommodate a brigade headquarters, four hundred men, seventy trucks, and a number of oddments. He told the visitors what parts

of the school they might use. In the morning, going into the Great Hall, he was astonished to find the stage occupied by the officers' mess at breakfast. A number of senior officers were fast asleep in camp beds, and the entire school of seven hundred and fifty boys was sitting, row upon row, grinning at the embarrassed breakfasters.

The headmaster approached the officers.

"Good morning, gentlemen," he said. "I did not expect to find you here. This was not one of the buildings I placed at your disposal. However, you are most welcome. Please carry on—as long as you don't mind our carrying on too. We are here for congregational practice in hymn singing."

He turned to the boys, and in half a minute the sleepers awoke violently to the strains of

"Onward Christian Soldiers," delivered with all the power of seven hundred and fifty throats. That moment was worth a score of inconveniences.

Yes: the schoolmaster in wartime is doing, not only his own job, but four or five—and some of them strange ones—as well.

## Great Undeveloped Resource in Physically Handicapped

The American Federation of the Physically Handicapped, Inc., point out that approximately 5,000,000 physically handicapped Americans could be treated, trained, and placed in suitable employment, thus speeding the war effort and also enabling the handicapped to pay their own way and contribute to the welfare of the country.

## Labor and the Economy of Postwar America

Dr. John L. Childs, chairman of the AFT Commission on Education and the Postwar World, is writing a series of articles for the Workers Education Bureau. Here is a significant quotation from his article of February 15:

"An economy of relative abundance is not a myth, it is a demonstrated fact. Labor should not let the American public forget the new levels of living both materially and culturally, which we can enjoy, once the war is over, if we can successfully organize for national security, sustained production, and full employment. Science applied in agriculture and industry has wrought a revolution. It has made it possible for all to have comfortable, well equipped homes, good food, adequate medical care, and opportunity for leisure. So far as costs are concerned, we can also afford a public educational program in which each child will have a chance to develop his distinctive interests and abilities. The conception which should be the premise of all our postwar thinking is that 'we can afford whatever we can produce.'"

## SIGNS OF THE TIMES



"I'm pretty suspicious of all this postwar planning! Somebody is sure to come up with an idea for bigger and better schools."

By permission of the Chicago Times Syndicate.

## Army Has No Magic Formula for Learning Languages

American colleges will have to make sweeping changes in their curricula before they can adopt the so-called Army method of teaching foreign languages, a group of New York University instructors who have been teaching French and German in the University's Army Specialized Training Program (ASTP) have concluded.

No magic formula has been developed under the AST program which will enable the ordinary college student to learn a foreign language with less effort than was required of him in the past, the instructors reported. The great success which colleges have had under this wartime program has been principally due to the fact that their soldier students spend twenty-five hours a week in classroom language practice. This is more than six times as much as the average college student devotes to foreign languages.

Furthermore, the AST students are a carefully selected group. They are subject to strict discipline and are allowed to participate in relatively few extra-curricular activities. The new teaching methods which have been developed under the Army program are, for the most part,

methods which can be used only when the teacher is working under these circumstances.

One important factor in the rapid progress made by ASTP classes is that the groups are usually very small. When students are divided into groups of ten or fewer, with several different instructors assigned to each group, all the students have ample opportunity to converse in the foreign language. Moreover, to increase the opportunities for speaking the foreign language, students are quartered together according to the language they are studying.

Some university authorities predict that many features of the new system of teaching will be retained in colleges after the war. For example, it is possible that the study of a foreign language will begin with the spoken language rather than with the written word. Another possibility is the institution of laboratory sections in which instructors and students meet for conversation in the foreign tongue.

But the Army method produces results because it is based on good, hard, sound, intensive work.



**THE SCHOOLS  
DO THEIR PART  
TO HELP IN THE  
RED CROSS DRIVE**

In the current Red Cross drive some students and teachers are making contributions of greater worth than gifts of money. The dresses in this photograph were made in sewing classes, under the guidance of household arts teachers, as a contribution to the Red Cross.



## COMMENTS FROM CLASSROOM TEACHERS

A Page Devoted to Suggestions and Comments from Our Members

### Education and the World of Tomorrow

Now that our leaders are planning the shape of the postwar world, Dr. Meiklejohn's philosophy of education as stated in his *Education Between Two Worlds*, becomes essential reading for all teachers affiliated with the labor movement. His insistence upon the spirit of teaching rather than upon technique makes this so. A brave, positive purpose in education, only, will suffice to bridge the gap between the old order that is dying and the new order waiting to be born.

Our civilization has been, for three centuries, creating for itself a dilemma. It is now writhing and struggling to rid itself of its burdens without an attempt, so far, at least, to clarify the issue.

Dr. Meiklejohn sees the root of this evil in the field of education. Three hundred years ago, that function was transferred from church to state without a new philosophy to replace that taught by the church. Although we have given the political state control of education, we claim that that state has neither arts, morals, nor freedom, and that it regulates and limits, but never creates. What an example of inconsistency in a culture!

From the day that Locke's contradictory dualism replaced Comenius' applied Christianity, our educational system has been submerged by the competitive struggle for power which has pitted man against man, class against class, and nation against nation. Rousseau's attempt to substitute the state for the church as the primary institution of human brotherhood was, of course, too radical to be acceptable to the vested interests which dictate educational policy. Dewey's multiple social groups which can have no common purpose will not allow a positive educational philosophy; his pragmatism sacrifices philosophy to method.

Dr. Meiklejohn's solution to this dilemma is as essentially Christian as was Comenius'. He looks at all children everywhere as the children of God, not to be discriminated against because of color, creed, sex, or economic status. Education for them must be planned and administered by a world state, now that we have irrevocably committed this function into the hands of government. Thus, post-war plans must include provision for a universal scheme of instruction whose objective will be the achievement of peace, freedom, and reasonable regard for one's fellows. The intelligent teacher will begin the battle for such an educational system now. Teachers who fear it to be utopian are, in reality, merely resisting re-education. They are caught in fear, habit, custom, prejudice, and prudence; for these selfish things they must substitute *lived* Christian ethics.

IRVINE KERRISON,  
Local 231, Detroit

### Discipline Is Essential

In my opinion the two most important things to be done in improving our public schools are: first, to establish in the elementary school a proper foundation for the acquisition of the tools of learning; second, to proceed to reconstruct our educational system with a view to developing a maximum of intelligence and character.

When democracy breaks down it degenerates into mob rule, and the only cure for mob rule is dictatorship, the antithesis of democracy. Obviously therefore, in some of our schools of today, the establishment and maintenance of law and order by whatever means will work, is the one first step that must be taken before the merest rudiments of democracy can be developed.

Having laid our foundation, with discipline as its corner stone, we can then proceed with other vital problems of reconstruction. The what and how of teaching and of school administration come first. That is, we must have a curriculum which represents an organized body of essential knowledge, and our methods and principles of teaching and of school management must be scientifically correct if we are to provide our pupils with the needed tools of learning.

Of course we shall encounter plenty of obstacles throughout our entire reconstruction program from its very beginning. Lack of administrative backing in the matter of discipline is a very serious obstacle in some communities. An excess of non-essentials and a shortage of essentials in our curricula is another. Still another is the failure on the part of teachers to know and apply the scientific principles involved in the art of teaching. An even more serious obstacle perhaps is inefficiency, corruption, or plain dishonesty on the part of school administrators. It is clearly apparent that our educational system is oligarchical rather than democratic in form, and that the bringing about of needed reforms will be a long and arduous task.

Since the enumeration of existing problems is of little value when unaccompanied by constructive suggestions, a suggestion or two will now be offered. And this is where the teachers' union can prove its worth. The American Federation of Teachers has in recent years acquired sufficient power and numbers to constitute a real force in the community.

Let us say that a local has been organized in a given community. Its officers and members can get together and prepare a list of problems which in their opinion merit attention. Having done this, they can take a vote as to which problems in the list shall be tackled first, with reasonable probability of successful solution, then lay their plans, turn their concentrated efforts upon them, and carry them out step by step until the objective is reached. Each victory won in this way will make the next one easier.

NEWTON VAN DALSEM,  
Local 430, Los Angeles.

## NEW BOOKS

### Problems of Postwar Finance

WHERE'S THE MONEY COMING FROM? By Stuart Chase. *The Twentieth Century Fund*, 330 W. 42nd St., New York. \$1.

If everyone were like you and me—and Stuart Chase, there would be no problems of postwar finance. In fact, there would never be wars and, therefore, there would be no postwar problems.

This is not said in disparagement of Mr. Chase's lucid and important study. It merely calls attention to the fairly obvious fact that our best minds (yours and mine and Stuart Chase's) may have little to say about the economic and social transition from war to peace. Indications are that much of the say will come from pressure groups backed by public prejudices against taxation, governmental interference, and That Man.

Mr. Chase's book has everything to recommend it. It is entertaining and witty. It is short, yet it holds a wealth of interesting data concerning the questions that everyone is asking. Best of all, it is a \$3 book "given" away for \$1, since it is one of a series financed by the Twentieth Century Fund. Yet I know that not only "the average man," but even most of my fellow teachers will give the book, and its many reasonably accurate facsimiles, a go-by in favor of the *Saturday Evening Post* or the *Readers Digest*.

When our soldiers return, they won't take kindly to unemployment and a grudging dole. They have learned, with the rest of us, that even with more than 60 per cent of our productive energies diverted to the waste of war, an adequate living standard is possible. It will be up to our government to provide full employment during the transition from a war-time to a peace-time economy, and then to insure continued prosperity and security in the postwar world. *But where's the money coming from?*

Well, says Chase, we have no trouble finding money in time of war. Calamity howlers who were sure a few years ago that a public works and relief program would bankrupt us are today taking the prospect of a \$300 billion debt by 1946 in stride. To understand where money comes from, we must strip it of its mystery and relate it to economic realities—human production and consumption. We must understand that public borrowing and taxing are different from private owing and spending—that they are tools to regulate our economic health, to keep the rate of spending equal to the rate of production.

With threats of depression, says Chase, the government must spend money and expand projects which employ labor. It must force out stagnant investment dollars by taxing unproductive savings. It must finance its own projects by borrowing from banks, thereby creating new dollars to pump into the financial stream. On the other hand, it must curb impending inflation by reducing the public debt, especially by taxation of excess buying power or a tax on spending. The government does not supplant industry; it is the thermostatic regulator with a compensatory function.

Chase's program is a middle-road one, half way be-

tween socialism and free enterprise. It may be too mild for radical economists, but they would do well to consider that even his program is possibly too extreme for general understanding and acceptance.

Consider that in times of depression public opinion howls down the very borrowing and spending that would provide a needed inflationary medicine; while in times of boom, as now, it sanctions dangerously inflationary methods of borrowing. Even today we are far from an adequate tax program to finance the war. Inflationists seem to be having their way on all fronts. Even those who have the most to lose thereby can be convinced that a sales tax is preferable to a more sharply graded income tax. Existing legislative programs are more dominated by pressure blocks and hatred for the administration than by the terrible fact of war. It may be that Chase's faith in intelligent leadership is misplaced, that in our economic wilderness even his program will be rejected as Utopian while our hard-headed realists muddle us into new catastrophes.

—ROBERT ROTHMAN

### Use of Co-operatives in Relief Suggested by ILO

CO-OPERATIVE ORGANIZATIONS AND POST-WAR RELIEF. *International Labour Office*, 3480 University Street, Montreal, Canada.

The use of co-operative organizations as sources of supply and as a distributive network in the organization of relief for liberated Europe is suggested in this new publication of the International Labor Office. The study declares that the belief is increasingly held that co-operative institutions can play an important part in the solution of postwar problems. Significantly, it says this conviction has been expressed in the postwar plans of the underground organizations in some of the occupied countries.

Among the reasons why the co-operative movement has been thought able to play a useful part in postwar relief operations, the study cites these:

1. It is an "established, experienced and proved" organization ready for use.
2. It forms an organized structure on a national and, less fully, on an international scale.
3. It possesses an experienced personnel, trained in distribution and other business.
4. It is "habitually concerned with needs that are the same as, or very similar to, those requiring satisfaction under relief conditions."
5. It is not a "passive mechanism, but an active self-help and mutual aid organization."
6. It is not run for profit, but for service—"an especially important consideration in times of want or scarcity when the temptation exists to exploit the situation financially or to engineer inequalities in distribution or supply."
7. It is to a large extent self-supervisory, thus reducing the need for inspection and control by government or other relief authorities.
8. Its use would not lead to a dead end, but would prepare the way for the "co-operative solution of the more complex social and economic problems of rehabilitation and reconstruction."

## New Series of Pamphlets on Basic American Concepts

**OUR CONSTITUTIONAL FREEDOMS**, by Dr. Robert E. Cushman, *National Foundation for Education in American Citizenship* and the *Public Affairs Committee, Inc.*, 30 Rockefeller Plaza, New York 20, N. Y.

Publication of *Our Constitutional Freedoms*, written by Dr. Robert E. Cushman, president of the American Political Science Association, introduces a series of pamphlets on basic American concepts representing a new approach in citizenship education.

"The Basic American Concepts Series" will present in concise, popular language, background information and current facts about fundamental principles and concepts of American society. Written for use in schools and study groups and for popular reading, each issue will analyze and trace the growth and development of one or more of the major ideas which constitute the American way of life. The brief, ten-cent pamphlets will be published jointly by the National Foundation for Education in American Citizenship and the Public Affairs Committee, Inc.

Other pamphlets in the series will be written by Dean Roscoe Pound of the Harvard Law School, President Henry M. Wriston of Brown University, President Felix Morley of Haverford College, Professor James Washington Bell of Northwestern University, Secretary-Treasurer of the American Economic Association, and Arthur T. Vanderbilt, prominent lawyer and civic leader. The series will be edited by Maxwell S. Stewart, editor of the *Public Affairs Pamphlets*, and Franklin L. Burdette, executive secretary of the National Foundation.

In the first pamphlet of the series Dr. Cushman presents the background of the American Bill of Rights and stresses the need for zealous protection of our constitutional freedoms against all encroachment. Four fundamental questions are discussed in the pamphlet: the origin of civil liberties, their meaning today, the means provided for safeguarding them, and the share of the citizen in protecting and strengthening constitutional freedoms.

Dr. Cushman declares, "There is no time, either in peace or in war, when the American people can afford to be careless about the civil liberties which our forefathers fought to establish."

In looking toward the postwar period, Dr. Cushman warns that "dangers to civil liberty are not confined to war. They are constantly present in time of peace. History teaches that they are peculiarly ominous in the peace that follows a war. The emotions and energies which helped us defeat the enemy suddenly need new outlets, and we are tempted to focus them on those whom we suspect of being enemies at home. The most drastic invasions of civil liberty which stemmed from the First World War came during the few years just after the war was over."

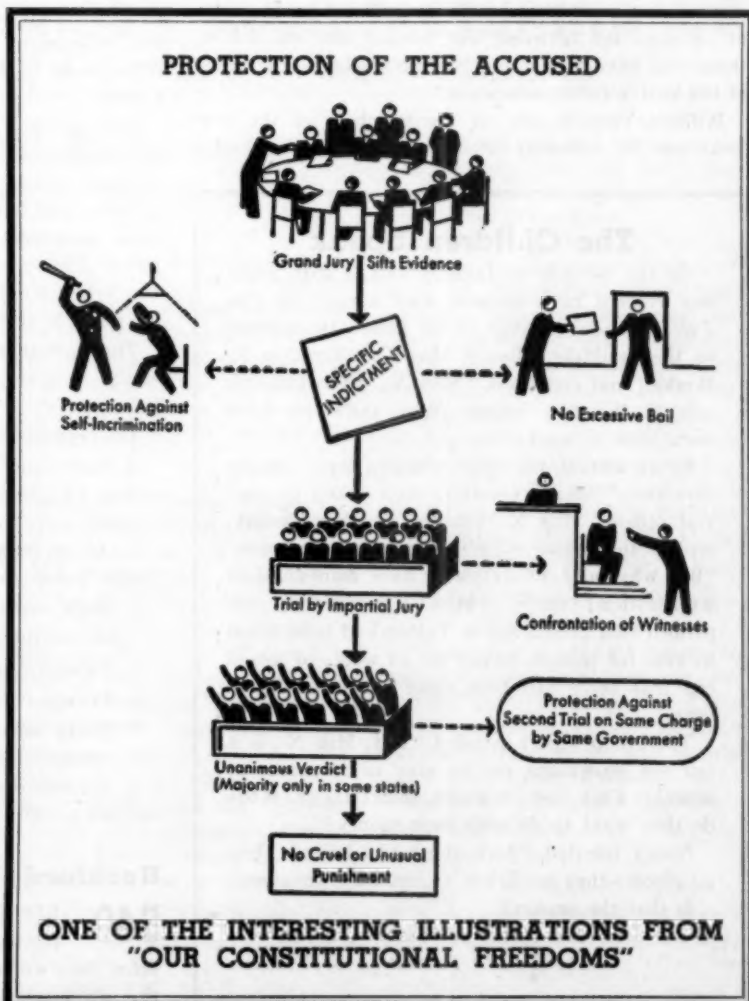
The National Foundation for Education in American Citizenship and the Public Affairs Committee, Inc., are nonprofit educational organizations. The Foundation is a non-political, nonsectarian public trust organized to develop a national program in American citizenship education and training for leadership.

The purpose of the Public Affairs Committee is to make available in summary and inexpensive form the results of research on economic and social problems to aid in the understanding and development of American policy.

### Australian Materials Available for 10 Cents

A large and attractive Resources Map of Australia, about 20 by 29 inches, a poster showing the animals of Australia, a descriptive key, and a booklet entitled "The Australian Way of Life"—all of these can be obtained by sending 10 cents to the Australian News and Information Bureau, 610 Fifth Avenue, New York 20, N. Y. The charge of 10 cents merely helps to cover mailing costs.

The Resources Map, which is in color, is especially interesting and helpful. It shows clearly and pictorially both natural and industrial resources. The photographs of the Australian animals, most of which are not found in the United States, will fascinate children of all ages.





# NEWS FROM THE LOCALS

## New Rural Local Adopts Dynamic Program

**792** CARROLL COUNTY, GA.—The new local in Carroll County, Georgia, is starting its career under the most unusual circumstances, for both the superintendent of schools and the student body have offered commendation and congratulations to the teachers for the formation of the local.

At the charter meeting Superintendent of Schools Donald L. West stressed the importance of the classroom teacher as a vital force in winning the war and preserving democracy, and congratulated the Carroll County teachers for their pioneer action in joining the AFT. "Such organizations of the people," he said, "are the first line of defense against Fascism on the home front."

The school paper, the *Monthly Scrapper*, commented as follows on the action of the teachers: "The *Scrapper* adds its own commendation and congratulations to the Carroll County teachers for their vision and courageous action. We as students certainly endorse every effort of teachers for bettering our schools and the lot of those who have so long and sacrificially borne the brunt of the load in public education."

William Vitarelli, one of the members of the new local, sent the following interesting report of the charter

meeting and the program adopted by the local:

A charter meeting of the first local of rural teachers of Georgia to join the American Federation of Teachers was held at the Tallapoosa School, near Carrollton, Georgia, on January 8. Dinner was prepared and served by some of the members of the new local.

This meeting marked the beginning of what was hoped will be a movement of the rural school teachers of Georgia to organize into a strong and active group, supporting the splendid record and program of the American Federation of Teachers and other liberal organizations.

The guest speakers were: Don West, superintendent of Lula Public Schools; Frank McAllister, member of the War Labor Board; and Dr. Sherwood Eddy, lecturer, traveler, and author. Other guests were: Miss Nell Wynn, county supervisor of Floyd County, Georgia; Mr. J. Medlin, superintendent of schools, Floyd County, Georgia; Dr. George Kerry Smith, head of the English Department of West Georgia College; and Dr. H. H. Giles, head of the community work of West Georgia College.

The speeches and discussion stressed the importance for teachers of joining with the working people in a militant stand against the growing threat of fascism at home and abroad. It was also pointed out that the labor movement has been the consistent friend of the public schools of America and has done more than any other group to help teachers achieve their rightful place in society.

The eight-point program drawn up by the members of the local at their first business meeting included the following:

1. Cooperation and affiliation with other labor groups.
2. Study and action on legislation pertinent to education. (A union library and sharing of literature was begun.)
3. Active support of the Carroll County Teacher Credit Union and the other cooperatives of the county.
4. Book reports and studies presented by members at each meeting.
5. Publicity program.
6. Provision for recreation and fun at the meetings.
7. Every union member a voter in the county, state, and country.
8. Accurate and complete reports kept of the activities and growth of the union.

### Rockford Teachers Receive Bonus

**540** ROCKFORD, ILL.—Rockford teachers are receiving a bonus, a division of about \$100,000. What they would like, however, is a definite increase on the salary schedule.

### The Children Speak

On the morning of January 21st, a sixth grade boy entered his classroom with a copy of *The Toledo Morning Times* in his hand. He pointed to the headlines, "Board May Cut Term to 32 Weeks," and exclaimed, "Miss X., what does this mean? We like school. Why can't we have more than 32 weeks?"

In an instant the other children were equally concerned. Similar questions were asked by several others. Miss X., touched by their dismay, replied that there wasn't money for any more. "But why not? Other places have more than 32 weeks, don't they?" Miss X. cautiously explained that grown-ups in Toledo had been asked to vote for enough money for 38 weeks of school but that there had been more "no" than "yes" votes.

The group wasn't satisfied. "But, Miss X., is it fair for grown-ups not to give us 38 weeks of school? They had 38 weeks, didn't they? What do they want to do with their money?"

Nancy retorted, "Jack, don't you know? They go places—they want lots of fun for themselves."

Is that the answer?

From the "Weekly Bulletin" of the Toledo Federation of Teachers

# "CADO" Fountnbrush

Made to last a lifetime.

THE BRUSH THAT WRITES LIKE A PEN

**SUNFAST  
WATERPROOF  
SMOOTH FLOWING**



All three lines made with the same nib

PRICE  
**\$2**

THE IDEAL "FOUNTNBURSH"  
FOR MAKING CHARTS, MAPS,  
OR ANY PERMANENT WRITING

452	
+168	
620	
734	
-265	
62	
310	

1. House	
2. Telephone numbers	
3. Clothing	
4. Food	
5. Transportation	
6. What the people are like	
7. What the country is like	
8. Animals	
9. Vegetables	



As recommended by LILLIAN A. LAMOREAUX and DORIS MAY LEE, Ph. D. in their new book "Learning to Read through Experience."

Published by D. Appleton-Century Company

"The Decco Fountnbrush distributed by the Cushman-Denison Company, New York, is a convenient tool to use in chart work. It is constructed similarly to a fountain pen, except that it has a felt wick instead of a pen point. The wick allows for making three sizes of letters. The special ink dries immediately and does not blur when used on cheaper paper."

(Due to a typographical error the word "Cado" was printed Decco)

If unobtainable at your regular dealer, write to Dept. A. T.

## CUSHMAN & DENISON MANUFACTURING CO.

133-5-7 WEST 23rd STREET

NEW YORK, N. Y.

## President of Local 89 Named "Atlanta's Woman of the Year"

**89** ATLANTA, GA.—Highly honored by her appointment as superintendent of Atlanta schools, Miss Ira Jarrell received another honor on January 16 when she was named "Atlanta's Woman of the Year in Civic Affairs." Miss Jarrell, whose aim in teaching is to develop good citizens, has set the example by being a good citizen herself.

The committee which selected her found that she had accomplished this objective through her 27 years in the school system, through her presidency of the Atlanta Public School Teachers Association [Local 89 of the AFL] for the past eight years, through her position as vice-president of the Atlanta Federation of Trades, and through participation in "charitable, religious, and general welfare activities of the community."

In Miss Jarrell's reply to the AFL Council's letter of congratulation on her selection as superintendent of schools she said:

"Now, as superintendent, I shall be ready and anxious to work with

the Atlanta teachers' union in all of its endeavors to improve the Atlanta public school system, and because of my years as president of Local 89 I shall more readily see the teachers' side; so I believe that the fact that I was a union teacher will make me a better superintendent."

### Council Bluffs Local Celebrates First Birthday

**738** COUNCIL BLUFFS, IOWA—On February 8 the Council Bluffs local celebrated its first birthday with a dinner attended by 168 of its 208 members. Besides a huge birthday cake with all the trimmings there was a small cake with one candle at each plate.

Speakers were Mittie Pyle, of Council Bluffs, and Dr. Eldridge McSwain, of Northwestern University. President Clarence H. Carter was master of ceremonies and Miss Nora Hooks introduced Dr. McSwain.

Mrs. Viola Bishop composed some appropriate and clever songs for

the occasion and had charge of the group singing. She and Betty Curtis Thompson also entertained the group with piano duets.

Judging from the enthusiastic reports on the celebration much credit is due the chairman, Pearl Reed, and the committee members, Gertrude Fagan and Juanita Rauber.

The newly elected officers of the local are: president, C. H. Carter; vice president, Stephen Field; recording secretary, Dorothy Johnson; treasurer, Ruth McClung; sergeants-at-arms, Ruth Enlow and Nellie Small; executive secretary, Ed Rein-el; legislative chairman, F. J. Paluka.

### Locals Report Salary Adjustments

When the Kentucky legislature met in January, legislation sponsored by the State Federation of Labor was enacted providing \$20.00 a month increase in teachers' salaries retroactive to September 1, 1943. This increase represents a real victory for organized labor.

\*\*\*

**334** ELYRIA, O.—Elyria local announces a \$120 cost-of-living adjustment, paid in a lump sum to all teachers and office personnel.

## 500 Attend New York Local's Conference and Luncheon

**2** NEW YORK, N. Y.—About 500 persons attended the recent conference held by the New York Teachers Guild.

The main speakers at the luncheon meeting were Dr. Abraham Lefkowitz, the Guild's legislative representative, and Dr. Paul R. Mort, Professor of Education at Teachers College. Both emphasized the need for spending more money for education. Dr. Lefkowitz outlined the basis for a sound fiscal school policy, saying that an integrated federal, state, and municipal tax program was needed.

Dr. Mort cited evidence to prove that \$115 per child per year is the minimum required for effective education in the elementary school. Education bought for less than this minimum cannot serve the needs of our present society, which requires training not only in the three R's but in citizenship and character.

Three panels preceded the luncheon. The subject of the first panel was "Teacher Insecurity."

The speakers in the second panel discussed vocational education, social planning, rehabilitation of veterans, and the breaking down of racial and religious prejudice.

The speakers were: Benjamin Stern, president of the Vocational High School Teachers Association; Mark Starr, educational director of the International Ladies Garment Workers Union; J. Edward Mayman, Administrator, Trainee Personnel, War Industries Program of the Board of Education; Edward Lawson, Regional Director of the Fair Employment Practice Committee in New York.

In the third panel the speakers, including Dr. George S. Counts, of Columbia University's School of Education, and Dr. Broadus Mitchell, Visiting Lecturer in

Economics, explored the role of education in the realization of the ideals for which the war is being fought.

Miss Naomi Jolles reported on the functioning of the plan for fostering interracial amity now in operation in Springfield, Massachusetts.

Willard Johnson, vice president of the National Conference of Christians and Jews, said that teachers' colleges are woefully weak in the preparation of teachers for dealing with inter-group relations.

## Omaha Local Presents Recommendations to Board

**695** OMAHA, NEB.—The Omaha local is growing in membership and prestige. At a recent meeting of the Omaha Board of Education the president of the local, F. A. Spangler, presented a proposed single salary schedule and made recommendations concerning working conditions for Omaha teachers. These recommendations were reviewed on two of the leading Omaha radio stations and printed in the Nebraska State Federation of Labor newspaper.

Among the suggestions presented were: (1) classes containing no more than 25 pupils, both in elementary and high schools; (2) sabbatical leave; (3) sick leave, cumulative to 50 days; (4) extra compensation for extra-curricular work; (5) pay at the regular rate for summer school teaching and for extra classes beyond the normal teaching day.

## Los Angeles Teachers' Organizations Consolidate

**430** LOS ANGELES, CAL.—The Classroom Teachers Federation of Los Angeles has consolidated with the Los Angeles Teachers Union. By vote of its membership the group officially disbanded in January and joined Local 430. The old members of Local 430 hail the new members and look forward to the increased usefulness which their experience and strength will bring to the local.

## Detroit Schools Establish Seniority Transfer System

**231** DETROIT, MICH.—The Detroit Federation of Teachers won an important victory a few weeks ago when their request for the establishment of seniority rights in the Detroit school system was granted. The local presented its request directly to Warren E. Bow, superintendent of schools, who issued a directive ordering that the transfer of teachers from one school to another be placed strictly upon an all-system seniority basis.

Mrs. Florence Sweeney, president of the local, points out that the seniority basis for transfers is best for the entire teaching body and is welcomed by many principals because it relieves them of the responsibility of choosing which teacher is to be transferred. Establishment of seniority should make for improved relations between teachers and administrators.

## Detroit Central Labor Body Pledges \$5000 to AFT Local for Organizing

An organization fund of \$5000 was unanimously guaranteed to the Detroit Federation of Teachers by the other AFL organizations in the city through the Detroit & Wayne County Federation of Labor. The central body advanced \$1000 and the affiliated locals will make up the rest.

In the last nine years the teachers have bettered their wages and working conditions not only in Detroit but throughout the metropolitan area. In Highland Park they backed a drive last spring to increase the school tax by referendum vote, and the taxpayers responded favorably by a 5 to 1 vote.

Union teacher representatives now get respectful hearing from boards of education and city councils.

"When the Detroit teachers first banded together as a labor union," Pres. Frank X. Martel of the central body recalled, "there were some of our city fathers who regarded them as dangerous anarchists."



## New Jersey Locals Convene at Newark

A panel discussion on "Racial Prejudice in the Schools" was one of the features at the sixth annual convention of the New Jersey State Federation of Teachers, held in Newark on February 20. Dr. Alphonse Heninburg, Field Secretary of the Urban League, participated in the panel.

AFT President Joseph Landis and Dr. Roma Gans, of Columbia University, were the main speakers at the banquet which closed the convention. Other guests were Mayor Vincent Murphy of Newark, Louis Marcianite, President of the New Jersey Federation of Labor, Jacob Baer, president of the Essex Trades Council, State Commissioner of Education John Bosshart, and other outstanding figures of educational and labor circles throughout the state.

## Portland Local Studies New Tenure Provisions

**111** PORTLAND, ORE.—The tenure law of the Portland public schools, occasionally under attack and always a topic of great interest, has been the subject under discussion by the study group of Local 111 during the fall season. Special attention was called to the tenure law, first adopted in 1913 and rewritten in 1935, with the recent passage by the school board of regulations governing the conducting of teacher hearings. Interest has been sharpened by a forthcoming trial, the first individual hearing since 1934.

New provisions of the board studied by Local 111 are: appointment of a judge or lawyer to act as examiner and to pass on evidence; suspension of a teacher at the sole discretion of the superintendent and withholding of salary during suspension, with restoration of withheld salary upon re-instatement of the teacher, minus any amounts earned by the teacher during suspension; and the filing of complaints against individual teachers.

The winter sessions of the study club have been devoted to the study of the evolution of the labor movement in the United States. Mr. Kelly Loe, public relations director for the State Federation of Labor, and Mr. J. T. Marr, vice-president of the State Federation, discussed the history of the AFL, its programs, and its political activities from its beginning up until the present time.

## IN MEMORIAM

### PROFESSOR HAROLD CHAPMAN BROWN

December 1, 1943

In the death of Professor Harold Chapman Brown the Palo Alto Teachers Union, Local 442 of the American Federation of Teachers, has lost an invaluable member, leader, and friend. He was a leading philosopher who gave unsparingly of his energies and fine intelligence to the building of our union and to the progressive development of organized labor. He saw clearly that the productive scholar must apply himself to the solution of the daily problems of men and women, and his best thought and energies were devoted to the improvement of the democratic welfare.

Professor Brown was one of the charter members of Local 442. From the beginning he was active in the direction of the union program, and served continuously on the executive committee until his death. For the year 1939-40 he served as president of the local and gave it distinguished leadership. He was elected to the executive board of the American Federation of Teachers and served as vice-president of the Western Division for the year 1938-39.

No ivory-tower philosopher, he was interested in people and their problems, and he devoted his scholarship and philosophy to contribute to their solution. He once said, "I look upon philosophy as a very practical subject." This attitude led him into two fields of activity: teaching and labor. He believed that the training of youth and the work of teachers constituted a single problem, and that both could be served through the organization of those who work for their bread. He was convinced that labor could be served by labor schools, and he served on the faculty of the Tom Mooney School, which has published one of his lectures given there in the pamphlet *What Is Philosophy?*

Professor Brown worked for the realization of democracy in daily life, and it was natural and inevitable that he should take an active part in the world struggle against fascism and in the present war of national liberation. To this end he joined forces with distinguished scholars and broad anti-fascist groups throughout the United States. For the past several years he served as president of the American-Russian Institute of San Francisco. As leader of this well-established organization for the promotion of inter-cultural relations between the people of the United States and the Soviet Union, he lectured and took an active organizing part in the promotion of the good international relations which are now bearing their fruit in the united struggle of the democratic nations.

As an evidence of our respect and affection for our fellow member, we are joining with other interested organizations and individuals in establishing a memorial to his memory.

## Covington, Kentucky Adopts Single Salary Schedule

**736** COVINGTON, KY.—A new salary schedule authorizing the same maximum salaries for women as for men teachers in the Covington schools was adopted recently. The shortage of men teachers made the step necessary, according to Su-

perintendent of Schools Glenn Swing. He said that higher salaries must be offered in order to provide adequate instruction for the Covington students.

The proposal for equalization of salaries was rejected previously on the grounds that it would force men teachers into other fields. War conditions have made this argument secondary to obtaining instructors, Mr. Swing said.

# Chicago Local Urges Members to Help in Protection of Young Workers

In an effort to enlist the aid of Chicago's teachers in the task of protecting young workers, the Chicago AFT local presented each teacher with a carefully prepared statement on child labor laws, federal and state, which affect the children of Chicago. This statement was printed on a card perforated to fit the teacher's record book, so that the information would be readily available at all times. We are presenting below the material printed on the card, since other locals may be interested in the project.

## PROTECTION OF LABOR STANDARDS FOR THE YOUNG WORKER

Both as teacher and as members of a labor union we have a definite responsibility toward the young worker. Young people because of their enthusiasm and inexperience in the labor market and because of their inability to organize have been and are again becoming victims of gross exploitation. The U. S. Children's Bureau in a recent release states that the accident toll to young war workers is rising. The Child Labor consultant of the U. S. Children's Bureau in the Chicago area in a speech on November 11, 1943, reports that "Illinois has the questionable honor of leading the entire nation in the number of business establishments found in violation of federal child labor laws."

The compulsory education and child labor laws have been enacted to protect these young and inexperienced workers. It is the special responsibility of teacher who have knowledge of the breakdown in the laws to assist community forces in upholding these laws by cooperating with enforcing agencies and by interpreting the provisions and purposes to students and their parents.

## WHAT EVERY TEACHER SHOULD KNOW ABOUT STATE AND FEDERAL LABOR LAWS

### *Under 16 years of age*

1. In general children under 14 years of age may not legally work for wages in any capacity.
2. Between 14 and 16 years of age, they may work part time provided a certificate is issued to the employer by the Board of Education for the particular job and provided the work does not interfere with their studies. The total number of hours of school and work may not exceed 8, nor the work be performed before 7 a.m. or after 7 p.m. In addition no child may work more than 6 days a week. In occupations coming under the Federal Laws, they may not work more than 3 hours on any school day, nor more than 18 hours per week.  
Note: The Child Labor Law provides that the certificate is issued only if it does not interfere with the individual's studies and furthermore provides for revocation of the certificate if it does.
3. Certain types of employment are prohibitive for young persons under 16 years of age, such as
  - a. Work of any nature in bowling alleys, theatres, and places of amusement where liquor is sold.
  - b. Operation of power driven machinery.
  - c. Any occupation in workrooms or work places

where goods going into interstate commerce are manufactured or processed.

- d. Any occupation where girls must stand constantly.

### *16 to 18 years of age*

1. Minors under 18 years of age may not be employed in the following hazardous occupations according to the rulings under the Fair Labor Standards Act:
  - a. All occupations in explosive plants.
  - b. Motor vehicle driving and helping.
  - c. Coal mining occupations.
  - d. Operation of wood working machines and certain types of "off bearing" from the machines.
  - e. Logging and saw milling occupations.
  - f. Occupations involving exposure to radioactive substances.
2. Minors 16 to 18 should not put in more than a combined daily total of 9 hours in school and work.
3. Minors 16 to 18 should not work after 10 p.m.
4. Employed minors over 16 years of age and under 17 must attend Continuation School 8 hours a week between the hours of 8 a.m. and 5 p.m.

Note: Prohibition under 2 and 3 is not mandatory but is recommended by the War Manpower Commission and encouraged by the Superintendent of Schools in Chicago through his instructions to adjust school hours when necessary.

## WHAT TEACHERS SHOULD DO ABOUT CHILD LABOR

The responsibility within each school for seeing that students attend school and meet the requirements of these laws rests in varying degrees with the principal, assistant principal, adjustment teacher and placement counselor. Ascertain within your own school to which person violations should be referred.

1. Report to the proper authority in the school cases of violation of these standards so that a young person may be properly employed, certificated, and, if he is over 16 and has left full time school, assigned to Continuation School.
2. Report to the proper authority in the school cases of students, 14 to 16, properly certificated who are failing, so that certificates may be revoked.
3. Report to the proper authority in the school cases of long hours of work by those over 16 in order that hours of work or of school may be reduced. (Good employers have given excellent co-operation in such adjustments.)

The central authority in each school will work with the following law enforcing agencies of the community to see that violations are corrected:

1. Illinois Department of Labor, Division of Women and Children, 205 W. Wacker Drive, Telephone: Franklin 5000.
2. Regional Office of the U. S. Children's Bureau, enforcing the Child Labor Provisions of the Fair Labor Standards Act, Room 1200, Merchandise Mart, Telephone: Whitehall 7100.

Note: The Illinois Child Labor Committee, a voluntary organization of interested citizens concerned with the enforcement of Child Labor Laws, appreciates a duplicate reporting of violations to it. 343 S. Dearborn Street, Telephone: Harrison 5828.

# Labor Notes

By MEYER HALUSHKA, Local 1

## AFL Plans Labor's Role in War and Postwar Effort

At the mid-winter meeting of the AFL Executive Council the no-strike pledge made in December 1941 was reaffirmed. Notice was served to all affiliated unions that there must be no strikes or stoppages of production.

In announcing this decision President William Green said: "Our soldiers facing the enemy will fight. Our workers must work. Local strikes or interruptions of work may imperil the lives of thousands of our boys. They can not be excused or justified or condoned."

[Secretary of Labor Frances Perkins reported to Congress that for the fiscal year of 1943 the ratio of man-days lost through strikes to time worked was .08%. Thus the no-strike pledge was kept at a rate of better than 99.9%.]

The Executive Council called upon the United Nations to permit the sending of food to the starving children of the friendly nations now occupied by the Nazis.

Announcement was made of plans for a national labor conference to seek united policies and action on vital postwar problems. Leaders of business, industry, agriculture and government will be invited to participate.

The Carnegie Foundation has agreed to contribute \$10,000 toward the conference expenses. The AFL will pay the rest.

## International Labor Conference to Meet in U.S.

The Governing Body of the International Labor Office (ILO) at its 91st session, held recently in London, voted to hold the 26th International Labor Conference in Philadelphia, beginning April 20, 1944.

The ILO is composed of representatives of governments, employers, and workers. The U.S. representative, Dr. Carter Goodrich, presided at the sessions. Robert J. Watt, of the AFL, represented American labor. Sixteen nations were represented.

Ernest Bevin, British Minister of Labor, and Anthony Eden, British Foreign Secretary, were among those who addressed the assembly.

## Watch Labor Grow!

The U.S. Department of Labor,

in its 31st annual report, estimated that on June 30, 1943, 13,500,000 wage earners belonged to trade unions. About 60% to 75% of America's industrial workers are covered by collective bargaining agreements.

The membership of the AFL is over 6,500,000. The others are affiliated with the CIO, the Railroad Brotherhoods, and independent unions.

## On the Labor Front

From Pearl Harbor to January 1944, industrial accidents have killed 37,600 men and women workers, or about 5,000 more than the announced combat losses of the armed forces. In addition, 4,700,000 were injured, 210,000 of them permanently disabled—many times more than the military wounded or missing.

The time loss due to accidents on the job was four times as great as losses of time due to strikes.

Secretary of Labor Perkins declared that "most of these accidents could have been prevented" if employers had taken proper precautions to protect their workers.

## One Hundred Years of Consumers' Cooperation

In 1844, twenty-eight weavers of Rochdale, England, opened the first cooperative store with a capital investment of \$140. Today 1,100 cooperative societies in England and Scotland operate 12,000 stores and 230 factories and do a retail business of over a billion dollars a year.

The consumers' cooperative movement has spread to many other countries. Before the present war there were about 70,000,000 cooperators all over the world, with sale of goods and services totaling over \$20,000,000,000.

In the United States, 2,500,000 Americans own more than 20,000 cooperatives in 7,000 communities. The retail sales last year were close to \$750,000,000.

## Trade Unionists Honored

Four 10,000-ton Liberty Ships were launched last month. They bear the names S.S. Benjamin Schlesinger, S.S. Meyer London, S.S. Morris Hillquit, and S.S. Morris Sigmund. These men were

the pioneer founders and builders of the International Ladies Garment Workers Union.

The New York Dress Joint Board (ILGWU) raised \$8,000,000 in war bonds to finance these ships.

## British Unions Are Growing

Membership in British labor unions increased 10% in 1943. Today there are 1976 unions, with a total membership of 7,781,000, including 1,668,000 women.

The principal unions are those of the engineering and general workers. The Amalgamated Engineering Union has 860,000 members, distributed in over 2,000 branches. It has over \$20,000,000 in its treasury. About 13,000 of its members receive Superannuation Benefit, for which they have contributed through dues payments. Over 5,000 are drawing sick benefit.

Only 16 British unions have a membership of more than 100,000.

## Elderly Workers Seek War Industries Jobs

Indications that Americans are eager to work in war industries despite advanced age and physical handicaps are contained in the eighth annual report of the Social Security Board for the fiscal year 1943, sent to Congress by Federal Security Administrator Paul V. McNutt.

The board report discloses that only about one-third, or 284,000, of the older men and women who could have received monthly benefits under the old-age and survivors' insurance program had they retired from work have elected to draw such benefits. More than 600,000 persons past 65 chose to postpone their benefit claims, the bulk of them to continue at work in behalf of the war effort.

## 50,000 Women in Russia Get Clothes From Union

More than 50,000 warm garments, representing an expenditure of almost \$800,000 in material and labor, will be sent to the heroic women of Russia by members of Locals 22, 10 and 60 of the 'International Ladies' Garment Workers Union through the Labor League for Human Rights, the AFL's official relief arm, according to an announcement made by Charles S. Zimmerman, manager of Local 22.



## Have a "Coke" = Kia Ora (GOOD LUCK)



*... or sealing friendships in New Zealand*

*Kia ora*, says the New Zealander to wish you well. *Have a "Coke"* is the way the Yank says it, and in three words he's made a friend. It says, *Welcome neighbor*, from Auckland to Albuquerque, from New Zealand to New Mexico. 'Round the globe, Coca-Cola stands for *the pause that refreshes*,—has become the high-sign between friendly-minded people. So, of course, Coca-Cola belongs in your icebox at home.



**"Coke" = Coca-Cola**

It's natural for popular names to acquire friendly abbreviations. That's why you hear Coca-Cola called "Coke".

COPYRIGHT 1944, THE COCA-COLA COMPANY